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volumes the authors have endeavored to portray past conditions, institutions, and ideas rather than simply to present short isolated accounts of past events.

Both volumes are adequately supplied with valuable teaching aids in the form of maps, illustrations, references for additional reading, and questions, the last two being found at the end of each chapter. A complete classified bibliography is found at the end of each volume. It does not seem too much to say for the two volumes that their superior does not now exist. They are sure to meet with the success they deserve.

Our history and government.—Textbooks in American history for the upper elementary grades seem to come in waves. Eight or ten years ago a number of texts in this field appeared in quick succession. After this outburst, due in a large measure to the report of the Committee of Eight, there came a period of four or five years in which all the energy of the publishers and authors was expended in getting books adopted and keeping them up to date. We seem to be approaching the crest of another wave of texts in American history for upper elementary grades. To the writer's knowledge, two have recently appeared and three others are now in press.

To justify its appearance in an already overcrowded field, a new book in American history on the grammar-grade level ought to be unique in some particular. The book¹ under consideration will have a hard time to justify its appearance if it is intended for this level of instruction. It is certainly no better and in many respects less valuable than a number already in the field. It contains no aids of any kind, such as references, questions, and suggestions. Colored maps are very rare, and the illustrations are rather scattering. The organization is by chapters arranged in chronological order. The Appendix contains the Covenant of the League of Nations along with such material as the Constitution, Table of Presidents, etc. At the end of each chapter appears a considerable body of material under the heading, "Notes and Sidelights." This material is in smaller type than that in much of the main body of the text. In some cases it consumes as much space as the main discussion in the chapter it follows. Its nature is much like the material one used to find in the footnotes of the Barnes's history. In a certain sense the author has written two parallel accounts.

Economic civics for junior and senior high schools.—In the development of modern education it has come to be felt that a knowledge of the underlying principles of economic life is essential to good citizenship. The course of study has been enlarged from year to year, but it is only in recent times that the matter of courses and texts especially adapted to this practical citizenship training—the material things of everyday life from the civics viewpoint—has been worked out.

¹ MATHEW PAGE ANDREWS, *American History and Government*. Philadelphia: J. B. Lippincott Co., 1921. Pp. 528.

Two such texts have recently come from practical teachers in this field, one for the junior high school and the other for the senior high school. The junior high school text¹ opens with two chapters on human wants and needs that should fix in the mind of the young citizen a broad conception and an inquiring attitude concerning these motivating forces of human activity. These chapters are devoted to government organizations which may be omitted by teachers "who are certain that their pupils are thoroughly familiar with this." Production is comprehensively treated with discussions on the stages of industrial progress, division of labor, and specialization. Other major discussions are on modern business, transportation, and labor conditions. The last three chapters present a finely worked-out course on improving living conditions, industry, and government and society. The whole work is organized especially for junior high school students. Good lists of questions and projects are interspersed throughout.

The senior high school text² is a comprehensive elementary work, having for its chief objective the bringing of the student into intimate relationship with economic life itself, approached from a civic and social viewpoint. "Although economic theory is duly recognized whenever it touches vitally the problem at hand," the main emphasis is always placed on the concrete problem, for the comprehension of which a knowledge of the theory is essential. Thirty-one chapters of the volume are given to problems of production and consumption. Other chapters present studies in problems of exchange, distribution, and economic reform.

The book is written in a clear, easy style, and is well organized for use as a secondary-school text. Each chapter is preceded by a working outline and followed by lists of questions and problems for discussion. The sentiment of the book is expressed in its dedication to the "Spirit of Abiding Americanism."

New texts in community civics.—Textbook writers and publishers seem to have made up their minds that the present supply of texts in community civics is inadequate. During the past year there has been a great deal of scrambling on the part of book companies for texts in this field. To the writer's knowledge five companies have succeeded in finding manuscripts which they consider worth publishing, and three others are searching the country for individuals who will agree to write such manuscripts for them. This great activity and interest in more and better material in community civics ought to result in some much needed reforms in this important field. Inasmuch as three companies have recently published their offerings, one is able to predict the outcome of the present great interest and activity in writing and publishing texts in community civics.

¹ R. O. HUGHES, *Economic Civics*. New York: Allyn & Bacon, 1921. Pp. xv+331.

² HENRY REED BURCH, *American Economic Life*. New York: Macmillan Co., 1921. Pp. xi+531.